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ABSTRACT

One task of Project ACCESS was to try out a process that had been developed to assess the life experiences of women for entry into employment and for entry or advanced placement in vocational education programs. The process involved using an inventory of women's experiences and skills, the Experience Description Summary (EDS), and competency analysis for selected occupations and programs to match experiential learning with job or program requirements. Insufficient data were obtained to permit validation of the EDS scales for the vocational programs. In the occupational phase of the tryout, the EDS was administered to 155 women. Forty-nine of them later entered employment. After six months, employers rated their overall job performance and specific job competencies as above-average in comparison with "all women currently in this job." None of the women was rated as below average. Skill self-ratings of the type used in the tryout were considered to be good predictors of job success, but tended toward being underestimates. The process was found difficult to implement, especially in vocational education programs, some problems being inherent in the design itself. (Approximately 15 pages of tables are included. An appendix presents the Project ACCESS Process Design.) (YLB)

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TRYOUT OF THE PROJECT ACCESS SYSTEM

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Project Report, Task B1, System Tryout

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The overall objectives of this project, as stated in the RFP, were to develop a process by which the life experiences of women could be assessed for entry into employment and for entry or advanced placement in vocational education programs. To accomplish these objectives, several tasks were specified. These included:

- Determining the state of the art in transferring women's life experiences to education and employment
- Developing an inventory of women's life experiences showing tasks performed and competencies developed
- Analyzing the competencies identified for their transferability to employment requirements in selected occupations, and for transferability to admission requirements and advanced standing in vocational education programs
- Designing a process based on the competency analyses to further the recognition of women's experiential learning, and
- Determining through tryout how well women perform following placement based on the competency analyses.

This report describes the tryout process.

The goal of the tryout was to place approximately 100 women in direct-entry jobs (ten in each of ten occupations) and approximately 150 to 200 women in vocational education programs (15 to 20 in each of ten programs). The placements would be based on women's experience. To determine success, follow-up would be made after one year (for employment) or two marking periods (for vocational education).

Background

Five preliminary activities of the project (Tasks A1, A4, A5, A6, and A7) led to the design and implementation of the system tryout.

A state-of-the-art review (Task A1) was conducted to determine the methods available to identify adult women's prior experience learning and its transferability to vocational education and employment. This review identified three main approaches used in educational institutions to assess prior learning: (1) course or program evaluation; (2) credit by examination; and (3) portfolio development and other related types of individualized assessment. The main approach used to relate women's experience to employment was the matching of individual skills with job requirements. The review concluded that "there appears to be no one 'best' approach which works equally well for all of women's life experiences and for both education and employment. The more flexible, individualized assessments which identify and match the competencies acquired from experience and those involved in the college course or in the job seem to hold the most promise for system development."

Next, three related activities (Tasks A4, A5, and A6) were undertaken to define the scope of women's life experience learning and to identify the competencies required in ten vocational education programs leading to employment in high demand occupations, and in ten high demand, direct-entry occupations.

The basis for selecting occupations and vocational education programs was the requirement, as set forth in the RFP, that

"The jobs selected shall be those for which there is a growing

> demand. They shall be drawn from at least ten of the occupational clusters [provided by OE]; and ten of the jobs shall be traditionally male-intensive occupations."

Eleven occupations were originally selected for the tryout: airline reservation agent, bank clerk/teller, claims adjuster, credit/collection worker, electronics assembler, floral designer, home health aide, insurance sales agent, personnel worker, photo lab technician, and social service aide. Eleven vocational education programs were also selected for the tryout: cook/chef, computer programmer, drafter, dispensing optician, electronics technician, library technician, lithographer, medical records technician, occupational therapy assistant, respiratory therapy worker, and welder. Eleven, instead of ten, occupations were chosen in each category to provide a back-up in case problems were encountered during the tryout.

Analysis of the data from the survey of women's experiences showed that: (1) "adult women have a wide variety of life experiences through which they acquire skills and knowledge that are job-relevant"; (2) "the most commonly found skills among re-entry women are those likely to be utilized in traditional, sex-stereotyped jobs"; (3) "it is critically important that counselors working with re-entry women identify the somewhat less frequent experiential learning and skills that can be used in nontraditional occupations."

The report on occupational skills identified, for each occupation, skills that were rated by employers as necessary for average or superior job performance and that the typical re-entry woman could do well or very well. This report concluded that "self-ratings of adult women's

life experience skills have potential for use as selection indices for the Project ACCESS occupations."

The report on skills related to vocational education used a similar technique. Ratings were obtained from each vocational education program to determine the relevance of a variety of skills for selection or advanced placement/course exemption. It was found that selection ratings were of limited value since most programs accept all applicants. Therefore, the analysis focused on the ratings for advanced placement. In each of the vocational education programs (except medical records technology) the skill level needed for advanced placement exceeded, approximately two-thirds of the time, the skill level of the average woman. There was, however, evidence that sufficient numbers of women would have appropriate skill levels for the project to progress to the tryout stage.

The final task (A7) preparatory to the tryout was to design the process which the tryout and a future on-going system (Task B3) would utilize. A diagram showing this design is presented as Appendix A.

Design of the Tryout

The original plan for the tryout involved selecting sites where there would be sufficient employment opportunities in the ten occupations and, also, sufficient numbers of community and junior colleges offering vocational education programs in the ten specified areas.

Individuals from Educational Testing Service (ETS) and from the American Association of Community and Junior Colleges (AACJC) met on January 10, 1979 with the U.S. Office of Education (now U.S. Department of Education) project officer to discuss potential sites for the tryout.

Preliminary selection of sites was based on the availability of large numbers of institutions offering accredited vocational education programs for the occupations included in the Project ACCESS tryout. This meeting concluded that the first choices for tryout sites were the Boston, MA; Chicago, IL; Dallas-Fort Worth, TX; San Francisco-Oakland, CA; and Washington, DC metropolitan areas. Alternate sites were Atlanta, GA; Minneapolis, MN; and San Antonio, TX. Additional back-up possibilities were Detroit, MI; Los Angeles, CA; New York, NY; and Philadelphia, PA.

ETS, which was to be responsible for the occupational phase of the tryout, and AACJC, which had a subcontract to conduct the work for the vocational education portion of the project, then set about collecting additional information from each potential site to determine where the tryout could best be implemented.

Site Selection. Background data on employment was collected by the ETS staff from published sources, and then further investigated through telephone conversations and correspondence. Letters were sent by ETS to the State Department of Labor of each site under consideration to obtain data about job prospects in the specified occupations. Letters were also sent to unions, training organizations, and other associations concerned with each occupation to obtain their input about job prospects for the occupation in the sites being considered.

Information about the potential employment sites was shared with AACJC. They, in turn, collected information about the vocational education programs available in these locations and shared this information

with ETS. AACJC also made visits to a number of areas to talk with college personnel about the tryout.

During the spring of 1979, a press release and brochures describing the project were prepared. The brochures were distributed to employers and women's centers by ETS, and to vocational educators by AACJC. A number of responses were received, including 74 from women's centers that were interested in helping to recruit and screen women for the tryout.

In April, the project staff met with people experienced in the counseling, training, and placement of women in nontraditional occupations to obtain information about their experience with the occupations selected for the tryout. The staff also used these meetings to identify contacts and resources in the sites under consideration for the tryout.

In June and July, the ETS staff visited several of the sites to talk with employers of workers in the occupations of interest. At the same time, background information on women's centers in each potential site was obtained to identify existing counseling programs that could help to implement the tryout. Several centers were also visited by the ETS staff to obtain a better idea of their services.

During August, detailed information was obtained about the staff and services available at women's centers in the locations that appeared to be the best sites for the tryout. While it had originally been planned to have both the vocational education and occupational tryouts in the same metropolitan areas--so that intake and screening could be done at one women's center and the individuals selected then referred to

either a vocational education program or to employment--it was concluded that this would be impossible to implement. In addition, because of AACJC concern about possible confusion between the two phases of the tryout, ETS agreed that the occupational portion of the tryout would be implemented through women's centers that were not associated with a college or vocational institute.

The plans for the tryout were reported to the project's Advisory Committee at a meeting on September 20, 1979. AACJC reported that the vocational education portion of the tryout would be conducted in 18 colleges in four states (California, Florida, Maryland, and Massachusetts) and that they were prepared to begin site coordinator training on October 15, 1979. ETS reported that the employment portion of the tryout would be carried out in California, Illinois, New Jersey, and a yet-to-be-selected southern state (either Florida or Texas--Texas was finally chosen).

The proposed schedule for the tryout called for recruitment and intake screening of women, for both employment and vocational education, to begin in November 1979. Final selection decisions would be made in December 1979. In January and/or February 1980, the women in the vocational education tryout were to begin their programs and the women in the employment tryout were to begin receiving counseling and placement assistance from the women's centers. Participating colleges and women's centers were to receive payments of $50.00 per woman to cover the cost of collecting the experience information and providing counseling to direct the women to the occupation or vocational education program which best matched their skills and competencies.

Vocational Education Tryout

In October 1979, AACJC reported that 22 colleges, instead of 18, would be taking part in the training. Site coordinator training was held in California on October 25th with representatives of Chabot College, City College of San Francisco, Evergreen Valley College, Laney College, Merritt College, and Skyline College. Training was held in Pennsylvania on October 29th with representatives of Bucks County Community College, Harrisburg Area Community College, Lehigh County Community College, Mount Aloysius Junior College, and Northampton County Area Community College.

In addition, AACJC provided a chart (reproduced as Table 1) showing the vocational education programs offered at each of the colleges under consideration for participation in the tryout.

On November 13, 1979, AACJC reported that training had been completed at all of the institutions which had signed agreements to participate in the vocational education tryout. These were:

California

Merritt College, Oakland

Evergreen Valley College, San Jose

Florida

Brevard Community College, Cocoa

Daytona Beach Community College

Florida Junior College at Jacksonville

Maryland

Community College of Baltimore

Montgomery College, Rockville

Massachusetts

Massachusetts Bay Community College, Wellesley Hills

Minuteman Regional Vocational Technical School, Lexington

Pennsylvania

Bucks County Community College, Newtown

Northampton County Area Community College, Bethlehem

Virginia

Northern Virginia Community College, Annandale, Alexandria, and Manassas Campuses

Back-up colleges for the vocational education tryout were reported to be City College of San Francisco (CA), Skyline College (CA), Chabot College (CA), J. Sargeant Reynolds Community College (VA), Lehigh County Community College (PA), and Hillsborough Community College (FL).

In January 1980, AACJC notified ETS that agreements with the colleges were completed except for some respiratory therapy and library technician programs. However, they indicated that several colleges had shifted to once-a-year entrance and, therefore, the women in these schools could not begin their vocational education programs until September 1980. In view of this, and after consultation with ED, it was agreed to limit the vocational education tryout to one marking period rather than the two originally planned.

In February 1980, AACJC reported only three women enrolled in the vocational education tryout, all at Brevard Community College (FL). However, an accompanying site chart showed that AACJC expected to have a minimum of 7-9 women enrolled in cook/chef, 24-29 in computer programming,

25-37 in drafting, 14-15 in electronics technology, 8-10 in library technology, 3-5 in printing, 14-25 in medical records technology, 8-10 in occupational therapy, 6-9 in respiratory therapy, and 13-21 in welding programs in September 1980. This chart, showing expected enrollments by college, is reproduced as Table 2. Several colleges were unable to specify the number of re-entry women they expected to enroll in the programs; they are indicated by X's in the table. It was concluded that if each X resulted in three women being enrolled, the vocational education tryout would be at or near its enrollment goals for all programs except printing.

In March 1980, AACJC reported that agreements for tryout participation had been signed by two additional colleges and discussions were under way with three more.

In May 1980, AACJC reported that they had made site coordinator training visits in March and April to Ohio University at Lancaster, Cincinnati Technical College, Los Angeles Trade and Technical College, Los Angeles Valley College, Los Angeles City College, Danville Community College (VA), Quinsigamond Community College (MA), Erie Community College (PA), and Greenville Technical College (SC). Trips were planned to the College of the Mainland (TX), Delgado College (LA), Miami-Dade Community College (FL), Thomas Nelson Community College (VA), and Waukesha County Technical Institute (WI).

Merritt College (CA) wrote to AACJC saying that they were unable to participate in the tryout. They identified five problem areas related to the project: (1) "the women who responded to the project were interested

in short-term training leading to a guaranteed job"; (2) the women who were "service-oriented" enough to volunteer for the project "tended to move into classes in the liberal arts and human services"; (3) although the college had women enrolled in data processing and electronics, these were not re-entry women; (4) the paperwork expected from the site coordinator and counselor was a problem for professionals already fully assigned; and (5) the college "had expected on-site assistance and in-service training" from AACJC or one of its staff members.

At the project Advisory Committee meeting on July 15, 1980, AACJC presented the status report reproduced as Table 3. This indicated that they expected to have a minimum of 18-20 women enrolled in cook/chef, 18-19 in data processing, 22-24 in drafting, 28-29 in electronics, 13-15 in library technology, 11 in printing, 11 in medical records technology, 11-13 in occupational therapy, 14-17 in respiratory therapy, and 23-26 in welding programs in September 1980. However, in a memo later that month, AACJC reported that "we are getting a number of counselors contacting us about concerns for the project. Many women will not bother with the intake when they get no stipend." In this memo, AACJC also expressed concern about getting the numbers of women needed for the tryout.

A memo to AACJC from Brevard Community College (FL), reporting on the status of the three women in the tryout there, stated that one of the women had left the school and another had changed to a "traditional course of study." The Brevard site coordinator identified a number of problems related to the project: (1) "women who have been primarily homemakers for the last five years often lack the confidence to sign up for

a full-time course in college. They want to take one or two courses at first; (2) women do not qualify for financial aid because of their husband's income but are unable to fit tuition into the family budget; (3) many older women don't meet the Project ACCESS requirement of having been a homemaker for the past five years and not having worked outside of the home during this period for more than 2,600 hours; and (4) many older women perceive entering training in a non-traditional occupation as more threatening to them and they fear they won't be able to find employment in their middle years in non-traditional occupations." The memo also indicated that Brevard doubted it could meet its minimum commitment to enroll seven women in the vocational education tryout in September 1980.

In September 1980, AACJC reported that only nine women had been enrolled in the Project ACCESS vocational education tryout. The report from AACJC stated:

> "The concept of awarding credit for learning external to the classroom, lab or shop, has gained wide acceptance among post secondary vocational educators. Where it is not accepted, key issues raised by cost conscious administrators and overworked counselors and instructors center on problems of administrative cost and institutional reluctance to change in these times of dramatic enrollment changes. The sharp rise in the number of part time learners for whom state and federal agencies do not provide adequate support service funds jeopardize the initiation of any new services that require labor intensive activities by admissions, counselor or instructional staff. Further barriers were identified in institutional policies covered by collective bargaining. None of the more than 100 institutions originally contacted would allow counselors to be directly compensated by the project. Thus any efforts on the part of staff were to be volunteer efforts above and beyond the normal duties. This came at a time when cost cutting efforts have sharply reduced the number and skill levels of vocational counselors in most states."

AACJC also reported that the women who were interested in the project were unwilling to spend the time required to complete the intake interview and Experience Description Summary. "Most women just cannot afford the time and the extra money for a babysitter." It is unfortunate that these potential project participants did not understand that the hour or so spent on these tasks might lead to advanced placement or course exemption, which would save them much more time and money.

According to AACJC, the projections of demand (based on U.S. Department of Labor information) were sometimes at variance with reality. "In the case of library technology there is no demand for graduates so the program has been folding everywhere. . . . Demand in the allied health fields is limited and the programs are small. . . . Also these programs are most attractive for recent high school graduates rather than re-entry women."

AACJC reported that they "seem to be falling in the cracks of changing attitudes and changing requirements about counseling. The Fall Quarter Class Brochure from Northern Virginia Community College provides for calling in to register and to charge tuition on VISA or Master Charge--no counseling required!" They indicated that this type of system is spreading.

AACJC recommended that the project intake materials (an interview outline used by a counselor to obtain information about the women's background and prior experience learning) be changed to "reduce the administrative demands," assure a reading level of no more than eighth grade, and be re-done in "large print and with color coded titles." They also suggested that participating students "be offered short term rewards." Finally,

AACJC suggested that a plan be developed for teaching vocational faculty and counselors how to develop competency materials for all occupational programs.

AACJC's final report concluded: "We hope the Office of Vocational and Adult Education will adequately fund expanded research on other more cost effective modes for documenting skills adults bring to post-secondary vocational education. Of special concern to two year college instructional and counseling personnel is the need for low cost self assessment tools to speed up credentialing and training for persons re-entering the labor market."

After reviewing the status of the vocational education portion of the tryout with the ED project officer, ETS decided not to renew the AACJC subcontract.

Three colleges provided initial data on a total of six women who enrolled in the vocational education tryout in the fall or winter of 1980; these colleges are Greenville Technical College (SC), Miami-Dade Community College (FL), and Waukesha County Technical Institute (WI). Follow-up data were obtained from two colleges at the end of the semester for a total of three women (two in respiratory therapy and one in medical records technology). These data are not reported because of the very small number of cases.

After consultation with ED, ETS conceded that it was too late to try to conduct a tryout of the vocational education materials in other institutions. However, ETS was interested in determining the extent to which the selection criteria developed from the RFP (adult women who were high

school graduates, had been homemakers for the previous five years, had not worked outside the home for pay for more than 2,600 hours during that period, and were enrolled full-time in one of the selected programs) had created a problem in recruiting women for the tryout. Consequently, we contacted several community colleges in the New Jersey area to determine if they had women meeting these criteria enrolled in these kinds of vocational education programs. Eleven colleges indicated that they did indeed have adult women in these programs, but that the college did not have information about their homemaking and employment experience.

Two colleges volunteered to collect, without charge, data that would provide this background information. Table 4 presents data obtained from women in each of three programs: data processing, electronics technology, and medical records technology.

It appears that at least four of the nine women in the data processing program, at least six of the nine women in the electronics technology program, and all four of the women in the medical records technology program would have met the screening criteria for the project tryout. If these colleges are typical of others elsewhere in the country, we can conclude that adult women with extensive homemaking experience are enrolling in vocational education programs. Perhaps an approach different from the one used by AACJC would have made it possible to collect the kind of information sought in the vocational education tryout.

Occupational Tryout

In October 1979, ETS obtained signed agreements from the Displaced Homemaker Center, Oakland, CA; Flexible Careers, Chicago, IL; the

Volunteer Bureau of Bergen County, Hackensack, NJ; and the Women's Center of Dallas, Dallas, TX to serve as intake centers for the occupational phase of the tryout.

While the ETS staff were collecting information about the job outlook in prospective sites, they also began identifying potential employers of project women. After the tryout sites had been selected, mailgrams about the project were sent to the chief executive officer of companies that had been identified in these cities as having jobs in the target occupations. Recruitment of employer participants began in the Chicago area during the last week of October and in the Oakland area in mid-November.

Recruitment and screening of women to take part in the occupational phase of the tryout began in November 1979. Chicago and Oakland were highly successful in recruiting women. Although Dallas and Hackensack had more difficulty in recruiting, they too eventually met the goal of approximately 50 women.

Members of the ETS staff visited each center during October to prepare and train their staffs in the intake and screening process. ETS staff members also visited each center during November to provide training in the experience and job skills matching process.

During November 1979, ETS made telephone contacts with 71 employers in the Chicago and Oakland areas, made visits to 29, and obtained signed participation agreements from eight employers. By the end of December, 18 signed participation agreements had been obtained and agreements were pending with 15 other employers. Each employer agreed to provide from three to five jobs. (This number was specified because earlier research

has shown that re-entry women are less likely to drop out of work in non-traditional occupations if there are other women in the same work setting.) Each employer who agreed to participate in the tryout provided the project staff with a skills rating for the occupation(s) in which jobs would be provided. These ratings were used to match women's experience with job requirements.

Recruitment of women for the employment tryout was completed in December 1979 in most sites (January 1980 in Hackensack). Recruitment yielded a total of 285 applicants across the four employment tryout sites. Of these 223 (72 in Chicago, 50 in Dallas, 52 in Hackensack, and 49 in Oakland) met the project criteria (high school graduates who had been primarily homemakers during the preceding five years) and were accepted into the tryout. During the recruitment and screening, each woman was given information describing the types of jobs available. Informed consent agreements were obtained from all women who were accepted into the tryout.

Counseling sessions for the women in the occupational phase of the tryout began in January 1980. The major focus of the counseling was on skill identification and the identification of occupations using these life experience skills. These activities were facilitated by the use of an Experience Description Summary (EDS) prepared by the ETS staff on the basis of data collected in Tasks A4 and A5. Other counseling covered the general problems of handling a return to work. A workbook with exemplary counseling materials was provided to each center. At the end of the counseling, each center provided ETS with a detailed outline of its activities.

Attrition from the counseling was approximately 30%, somewhat higher than had been expected. A total of 155 women completed counseling (46 in Chicago, 35 in Dallas, 48 in Hackensack, and 26 in Oakland). Background and experience information for these women is given in Table 5. The most common reason for failure to complete counseling was lack of readiness for employment.

Recruitment of employers continued while the counseling was in progress. By the end of the employer recruitment effort, 112 (minimum) to 184 (maximum) jobs had been promised by signed agreements (27-45 in Chicago, 32-52 in Dallas, 26-44 in Hackensack, and 27-43 in Oakland). In addition, a number of other employers had agreed to interview the project women for possible employment, but were unable or unwilling to sign an employment agreement. A member of the ETS staff visited all sites during January 1980 to provide training in the experience and job skill matching process for the participating employers. Employers who were unable to attend the training sessions were visited individually to the extent allowed by the travel schedule. All other employers, including those recruited after the January visit, received a packet containing the materials used in the training sessions and detailed instructions about their use.

The final number of project women employed, as of June 1980, was a disappointing 49 (approximately one-half of the goal of 100 women) Two distinct types of problems appeared to account for this:

1. Quite a few of the women who completed counseling decided not to take project jobs. In some cases, this was because they

preferred to take similar jobs with other employers that were located more conveniently to their homes. In other cases, the women decided that they preferred to seek employment in occupations that were not among those targeted by this project. As a consequence, many of the jobs that had been developed for the project went unfilled. For example, there were personnel and claims adjuster jobs available in San Francisco, but apparently the women from the Oakland center were unwilling to travel across the Bay to take these positions.

2. General tightening of the job market, which accompanied a sharp rise in the unemployment rate in the spring of 1980, resulted in some of the employers instituting job freezes and, therefore, being unable to provide the jobs they had expected to have available.

There were also a number of occurrences, external to the project, that limited the availability of certain types of jobs. The first of these was the passage of Proposition 13 in California (and similar actions in other states) which made it almost impossible to obtain jobs in the public sector for social service aides. Next, a gasoline shortage created general cut-backs in the transportation industry, including jobs for airline reservation agents. Finally, when President Carter asked the Nation to control the use of credit, many of the jobs that had been promised for credit and collection workers disappeared. Perhaps these problems might have been predicted by an expert economist, but they could not be foretold from the U.S. Department of Labor data about jobs in demand.

To determine whether there were identifiable factors which would

differentiate between the women who did and did not enter employment, an analysis of their background and experience was conducted. This analysis was based on a sample of 31 employed women and 76 nonemployed women from three sites—Chicago, Dallas, and Oakland.

Women who had been homemakers for 25 years or more were more frequently employed than were those who had been homemakers for less than 15 years. However, women over 50 were less frequently employed than were younger women. These findings suggest that the project was successful in helping women transfer their homemaking and other unpaid work experience into employment, but that there may be a reluctance among employers to hire women over 50. Minority women were employed more frequently than were white women. Marital status appeared unrelated to employment.

Women who entered the project because they wanted to "get out of the house," find self-fulfillment, or "do something new" were much less frequently employed than were women who entered because of the need for increased income. Women who expressed pre-counseling interest in jobs in insurance sales, electronics assembly, credit and collection work, and personnel work were more frequently employed than were women with other interests. There was no relationship between the need for a job available by public transportation and eventual employment.

Education was related to employment outcome in some unexpected ways. Women who had a GED, instead of a high school diploma, were much more likely to have entered employment. Women who had some vocational education prior to entering the tryout were also more frequently employed, but women who had attended college were less likely to have entered

employment. These findings suggest that the direct-entry jobs in this project had higher appeal for the women with less education or, perhaps, that the college-educated women had unrealistic expectations about re-entering the job market.

To deal with the problem of the low number of women in the employment tryout, ETS mailed a letter on May 12, 1980, to 35 Catalyst local resource centers that describe themselves as offering employment services to adult women. The purpose of this letter was to locate women who met the project criteria (high school graduates who have been primarily homemakers during the preceding five years), and who were planning to enter employment in the target occupations, to serve as a supplemental tryout sample. A second mailing was made on May 29, 1980 to 28 other women's centers (most of which were identified through the National Directory of Women's Employment Programs). Responses were low.

In June 1980, ETS entered into agreements with women's centers in West Chester, PA and Lawrence, MA. The West Chester center anticipated placing 16 women in the target occupations (five electronics assemblers, five home health aides, two insurance sales agents, two personnel workers, and two social service aides). The Lawrence center anticipated placing 22 women in the target occupations (two bank tellers, two claims adjusters, two credit/collection workers, six electronics assemblers, one floral designer, two home health aides, one insurance sales agent, two personnel workers, one reservation agent, and three social service aides). Background and experience information was actually obtained from a total of 20 women--15 in Lawrence and five in West Chester.

On July 15, 1980, a status report on the occupational tryout was presented at a meeting of the project's Advisory Committee. It was recommended that the occupational tryout be limited to one six-month follow-up.

The Department of Education project officer explained to the Committee that the Office of Education and Employment could not provide funds for system implementation (Task B3). This led to a discussion of alternative ways of disseminating the information gained from the tryout and from the other parts of the project. The development of two publications--one for state sex equity coordinators and one for vocational educators--was recommended.

Follow-up with Employers. In the fall of 1980, ETS began contacting the employers of the women who had entered paid work. This follow-up was complicated by changes that had taken place at the women's centers. The Women's Center of Dallas had closed during the summer of 1980. Although the records of the Women's Center were to have been transferred to the Dallas YWCA, no records from this project were transferred. Thus, there was no local assistance available in contacting the Dallas women and their employers.

Staffing changes had occurred at the other centers. The director of Flexible Careers in Chicago had left for another job, and part-time staff and volunteers were providing services there. The individual who had been responsible for the project at the Volunteer Bureau of Bergen County had also left for another job, and the center director was unwilling to provide any assistance in following-up with the project women. There has

also been staffing changes at the Displaced Homemaker Center in Oakland, but the project continued to receive excellent cooperation from this center until it closed in February 1981.

The employers were asked to provide two types of ratings: (1) the woman's overall job performance as compared with other new hires and with people in the same job, and (2) ratings of the woman's skills that are relevant to the job. The results are shown in Tables 6, 7, and 8.

As can be seen from Table 6, none of the women in the occupational group was rated a below average employee. One-half of these women were rated above average when compared with other women recently hired, and 47% were rated above average compared with all recent hires; when compared with people currently in the same job category, the women in the experimental group were rated above average 69% of the time in comparison with other women and 50% of the time in comparison with all employees.

The results shown in Table 7 confirm what has been found in other research. The women's mean self-ratings from the EDS were lower than the employers' mean evaluations on 78% of the items, the women's ratings were higher than those of their employers on 17% of the items, and on 5% of the items there was no difference. We found that the women were rated above average (2.5 or higher) on more than one-half (56%) of these skills, average (2.0 to 2.4) on 39% of the skills, and below average (1.9 or lower) on only 5% of the skills.

Correlations between the women's EDS scale scores for most of the occupations and the employers' global ratings of the women's job

performance were also computed and are presented in Table 8. As can be seen, most but not all of the EDS scales are good predictors of job performance ratings.

A case study of one individual gives an even clearer picture of how the Experience Description Summary worked to identify job-relevant life experience learning.

> W.S., a 52-year-old black woman, had been a homemaker for 29 years. In 1980, she entered Project ACCESS because she felt the need for increased family income. W.S. had not completed high school, but she had earned a high school equivalency certificate (GED) in 1976. Her only previous paid work experience was as a checker in a dry cleaning store during the 1940's. When W.S. completed the Project ACCESS Experience Description Summary, her highest score (2.72) was on the scale of skills for bank clerk/teller. W.S. is now employed as a bank clerk. W.S.'s employer rated her on the same skills listed in the Experience Description Summary; most of these ratings were above average (mean = 2.86). W.S.'s self-ratings and her employer's evaluation were in agreement 43% of the time; 43% of the time W.S. rated herself lower than did her employer; and 14% of the time W.S. rated herself more highly than did her employer.

This case is a good example of how women learn, through their experiences in the home and the community, skills that may not be apparent if only formal education and previous paid work experience are considered by a potential employer.

Discussion

The tryout implementation of the process to match women's life experience learning with job and vocational education requirements proved to be more difficult than had been expected. Some of the problems encountered appeared to be the result of the design of the tryout, and others were due to factors external to the project.

Design Factors. One design problem may have been the RFP-set requirement limiting participation in the tryout to women with extensive homemaking experience but little or no recent paid work experience. Requirements similar to these are used by displaced homemaker programs. There was some feeling, especially in the vocational education institutions, that these requirements made recruitment of women more difficult.

Evidence to support this comes from a study of women potentially eligible for displaced homemaker programs. Shaw (1979) found that CETA-eligible women aged 39-53 had spent an average of 17 years out of the labor force, but that many of these women had worked for short periods during that time. The author concluded that the employment problems of such women "come not from a lack of any recent work experience but from low skills and irregular employment." Shaw recommended that programs for displaced homemakers give high priority to job training. She also raised the question of whether these programs should be expanded to serve the needs of women who are not now eligible because they have more work experience.

Future projects for adult women might wish to consider the possibility of designing a process that can serve both displaced homemakers and, also, women with intermittent work experience in low-skill jobs.

A second design problem was the limited number of occupations and vocational education programs available to women who entered the tryout. This limitation, also specified in the RFP, was necessary because of the need for detailed transferability analyses for each occupation and

program. It had been anticipated that, since this limitation was explained at the intake screening, only women who were interested in the selected occupations and programs would enter the tryout. The restricted variety of employment and education opportunities may have made the project unattractive to some women, especially in recruitment for the vocational education tryout, where many of the programs led to employment in nontraditional or "bridge" occupations.

The third design factor which may have affected the tryout was the emphasis on occupations which had been "traditionally male-intensive." In the occupational phase, many more women were interested in the more female-intensive occupations, such as reservation agent (77%) and social service aide (63%) than in the male-intensive occupations, such as insurance sales agent (10%). Other research (e.g., Astin, 1976) has shown that adult women in continuing education programs who chose nontraditional occupations are those who are dissatisfied with homemaking as their only work role. This suggests that women who have the more extensive homemaking experience required to enter the tryout for Project ACCESS might also be more likely to prefer traditional occupations.

In a recent review of the factors affecting community college women in nontraditional programs, Young (1981) reported that there is inconclusive and conflicting evidence regarding whether older women are more or less likely to enter nontraditional careers. Two of the studies cited found nontraditional students to be younger or come directly from high school. A third study found career innovative women to be older, but only in schools in urban areas.

The tryout design anticipated that the counseling offered by the women's centers and colleges would help to reinforce or increase the participants' interest in nontraditional occupations. However, Blimline (1976) found that three one-hour counseling sessions in a community college were not sufficient to increase the number of non-traditional occupations considered by adult women. The correspondence from the colleges involved in the vocational education tryout also pointed out the problem of attracting re-entry women to nontraditional programs.

Thus, while it is important that programs make re-entry women aware of the opportunities in nontraditional occupations, it may be unrealistic to expect, as did the Project ACCESS design, that the majority of re-entry women will wish to enter these kinds of jobs.

Future projects should probably try to encompass the entire range of occupations and vocational education programs. The materials now being developed by this project for state sex equity coordinators and vocational educators will emphasize the process of skill identification and competency matching, and will provide prototype materials that can be generalized to any area.

Future projects should also deal with the fact that good counseling and good skill identification materials will broaden, not narrow, the range of occupations that re-entry women will want to consider. In addition, these projects should recognize that the local job opportunity structure and the job needs and values of each individual will probably be the final determinants of job choice.

Other suggestions for design revision, received from the project's Advisory Committee, include: (1) charging a fee for counseling. This might have lessened the attrition of women who enrolled in the tryout to get free job counseling but who were unsure about, or uncommitted to, returning to paid work; and (2) making all employer contacts through local centers, and providing placement incentives to stimulate the centers' efforts to find jobs for the women.

The ETS staff feels that job development should not be done in future projects of this type. We believe that it is more time- and cost-effective to teach adult women job-finding skills that they can use for the rest of their working lives. Job development by women's centers, counselors, or individuals other than the person seeking employment is not only time-consuming and costly, but it also can reduce adult women's self-confidence and lead to increased future dependence on social agencies.

It became evident during the course of the tryout that a program design somewhat different from the one described in the RFP and our proposal would have greater appeal to many adult women. Such a program would provide initial skill identification and career counseling, then placement in an entry-level job with concurrent vocational education or training to develop the skills and knowledge necessary for job advancement. For example, the project found that 13% of the adult women surveyed made simple automotive repairs regularly or occasionally (and 40% had some experience in doing auto repairs). Through this experience they learned some, but not all, of the skills needed by an

automobile mechanic. An entry-level job, such as an auto lot person for a fleet of rental cars, would allow a woman to use this experience doing oil changes and similar tasks. While employed in this job, she could take courses in automobile mechanics that would increase her skills and knowledge and prepare her for job advancement. The ideal program, from the standpoint of re-entry women, would include employers providing tuition reimbursement for these courses and the promise of a better job on the successful completion of the vocational education program.

Situational Factors. As indicated earlier, the economic status of the country during the period of the tryout resulted in several situations that could not have been anticipated at the beginning of the project. These resulted in curtailment of counseling services at many colleges and in changing demand for occupations.

The ETS staff concluded that planning a project of this type on the basis of Labor Department national projections is probably unwise. We feel that future projects should concentrate on local job needs and develop the kind of program outlined above that would combine placement in an entry-level job with vocational education to assist job advancement. Cooperative programs jointly sponsored by local employers and vocational education institutions would appear to be especially desirable.

Summary and Conclusions

The purpose of this task was to try out a process which had been developed to assess the life experiences of women for entry into employment and for entry or advanced placement in vocational education programs.

The process involved using an inventory of women's experiences and skills, the Experience Description Summary (EDS), and competency analysis for selected occupations and programs to match experiential learning with job or program requirements. The goal of the tryout was to "determine the validity of the competency analysis and inventory."

The planned design of the tryout was to administer the EDS to women returning to employment and entering vocational education programs, to use the EDS to match women's skills with the requirements (determined by the competency analysis) for the selected occupations and programs, to use the matching process to place approximately 100 women in jobs and 150-200 women in vocational education programs, and to monitor their performance in order to determine the validity of the process.

In the occupational phase of the tryout, the EDS was administered to 155 women. Forty-nine of these women later entered employment. After six month, employer ratings of the women's over-all job performance and specific job competencies were obtained. Sixty-nine percent of the women were rated "above average" by their employers in comparison with "all women currently in this job." None of the women was rated as a "below average" worker.

Several of the EDS scales had satisfactory correlations with over-all job performance ratings; these were insurance sales agent .65, credit/collection worker .61, home health aide .54, floral designer .46, photo lab technician .41, electronics assembler .32, and bank clerk/teller .21. The scales for airline reservation agent and claims adjuster were less satisfactory. The women's self-ratings of their competencies on the EDS

tended to be somewhat lower than their employers' evaluations of the women on these same competencies. Thus, skill self-ratings of the type used in this tryout can be considered to be good predictors of job success, but tend toward being underestimates.

Insufficient data were obtained to permit validation of the scales for the vocational education programs.

The tryout also showed that the process was difficult to implement, especially in vocational education programs. Some of the problems were inherent in the design itself, while others were the result of circumstances that could not have been foreseen.

Despite the implementation problems, the tryout demonstrated that adult women have a wide variety of learning experiences and that they develop job-relevant skills from these experiences. When such women enter paid employment, they are considered by their employers to be above average workers.

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Table 1

Chart Showing Vocational Education Programs at Colleges
Under Consideration for the Tryout

(Source: AACJC, October 1979)

	WELDER	RESPIRATORY THERAPY TECHNICIAN	OCCUPATIONAL THERAPY ASSISTANT	MEDICAL RECORD TECHNICIAN	LITHOGRAPHER	LIBRARY TECHNICIAN	ENGINEERING/SCIENCE TECHNICIAN	DRAFTER	DISPENSING OPTICIAN	COMPUTER PROGRAMERS/ANALYST	COOK/CHEF
California											
City College of San Francisco		x		x	x	x	x	x			x
Laney College	x						x			x	x
Merritt Community College	x						x			x	
Skyline College		x									
Chabot College	x			x		x	x	x			
Evergreen Valley College	x						x	x		x	
Pennsylvania											
Mt. Aloysius Junior Coll.			x								
Lehigh Co. Com. Col.		x	x				x	x		x	
Northhampton				x		x	x	x		x	
Bucks County CC							x	x		x	x
Harrisburg Area CC		x					x			x	
Virginia											
Alexandria NVCC							x	x		x	
Annandale "		x		x			x			x	
Manassas "	x							x		x	
Maryland											
Baltimore CC		x		x			x	x		x	
Montgomery Coll.					x		x			x	x
Massachusetts											
Minuteman	x				x		x	x		x	x
Massachusetts Bay				x						x	

Table 1 (continued)

	WELDER	RESPIRATORY THERAPY TECHNICIAN	OCCUPATIONAL THERAPY ASSISTANT	MEDICAL RECORD TECHNICIAN	LITHOGRAPHER	LIBRARY TECHNICIAN	ENGINEERING/SCIENCE TECHNICIAN	DRAFTER	DISPENSING OPTICIAN	COMPUTER PROGRAMMERS/ANALYST	COOK/CHEF
Florida Brevard/Cocoa	X		X				X	X		X	
Daytona	X	X		X	X		X	X		X	
Hillsborough/Tampa				X				X	X	X	
Jacksonville	X	X					X				
Pensacola Jax Engineering Esso 32 N.J.									X		
J.S Russell Jacksonville									X		
									-		

Table 2

Chart Showing Projected September 1980
Program Enrollments, by College

(Source: AACJC, February 1980)

	Welder	Resp. Ther. Tec	Occ. Ther. Tec	Med. Rec. Tech	Printer	Library Tech.	Elec. Tech	Drafter	Comp. Prog	Cook/Chef
California										
Chabot	3-5			3-5		3-5	2	2		
Evergreen Valley	X						X	X	X	
Merritt	3-5						2		2	
Florida										
Brevard	1-2						2	2-4	2-3	
Daytona David will know										
Hillsborough				5-10				5-10		
Maryland										
Baltimore		1-2		3-5			1-2	3-5	3-5	2
Massachusetts										
Massachusetts Bay				3-5					3-5	
Minuteman	3-5				3-5		1	1	1	3-5
Quinsigamond		X	X			X				
New York										
Erie		X	X							
Ohio										
Cincinnati	X	X		X			X	X		X
Ohio University--Lancaster						X				
Pennsylvania										
CC of Allegheny Co		X		X						X
Lehigh		5-7	5-7				2	2	2	
Bucks							2	2	2	2
Mt. Aldysius			3							
Northampton						5	2	2	2	
Westmoreland	X				X					X
Virginia										
Central Va.										
J. Sargeant Reynolds		X								
NVCC-Alexandria								3-5	5	
NVCC- Manassas	3-4							3-4	2	
	8-20	6-9	8-8	14-25	8-8	8-10	9-15	25-47	24-29	7-9

Table 3

Revised Chart Showing Projected September 1980
Program Enrollments, by College

(Source: AACJC, July 1980)

	Welder	Resp. Ther.	Occ. Therapy	Med. Records	Printer	Library tech.	Electronics	Drafter	Data Proc.	Cook/chef
California										
Chabot	3			3			2	2		
Evergreen Valley	3						3	2	1	
L.A. Trade Tech.	5				5	5	5	5		5
Florida										
Brevard	1-2						2	2-4	2-3	
Miami-Dade		x		x			x	x		
Louisiana										
~~Delgado~~ dropped out 9/19/80	~~x~~				~~x~~		~~x~~		~~x~~	
Massachusetts										
Minuteman	3				3		1	1	1	3
Quinsigamond		x	x							
South Carolina										
Greenville Tech	1-2	1-2								1-2
Ohio										
Cincinnati	x	3		3			x	x		5
Ohio Univ. Lancaster						3-5				
Pennsylvania										
CC of Allegheny Co.		x		x						
Lehigh		5-7	5-7				2	2	2	
Bucks Co.							2	2	2	2
Mt. Aloysius			3							
Northhampton						5	2	2	2	
Westmoreland	x				x					x
Texas										
College of Mainland	3	3	3		2		3	1		
Virginia										
CC Central Va.		2		5			2		x	
Danville	-				1		1	1	1	
Northern Va. CC	3-4							6-10	5	
Wisconsin										
Waukeshaw	1-2						3-4	3-4		2-3
	23-26	14-17	11-13	11	11	13-15	28-29	22-24	18-19	18-20

Table 4

Background Characteristics of Women in Three Vocational Education Programs

	Data Processing (n=9)	Electronics (n=9)	Medical Records (n=4)
Age			
20-29	2	3	2
30-39	7	3	0
40-49	0	2	2
50+	0	0	0
Not given	0	1	0
Race			
White	8	8	1
Minority	1	1	3
H.S. Diploma			
Yes	9	9	4
No	0	0	0
Years as Homemaker			
Less than 5	3	1	0
5-9	1	3	2
10-14	2	2	0
15-19	3	1	0
20+	0	1	2
Not given	0	1	0
Currently Working			
Yes	5	2	0
Full time	3	1	
Part time	2	1	
No	4	7	4

Table 5

Background and Experience Information for Women Who Completed Counseling, by Center

(n=155)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
I. Qualification Criteria						
A. Secondary Education						
H.S. Diploma	38	35	46	25	144	93%
GED	8	0	2	1	11	7%
B. Years as Homemaker						
5 - 9	11	5	2	3	21	14%
10 - 14	8	2	2	1	13	8%
15 - 19	3	7	16	3	29	19%
20 - 24	7	13	16	7	43	28%
25 - 29	9	5	4	6	24	15%
30 - 34	7	3	7	4	21	14%
35+	1	0	1	2	4	3%
II. Background						
A. Age						
25 - 29	5	1	0	1	7	5%
30 - 34	2	4	1	0	7	5%
35 - 39	3	5	5	3	16	10%
40 - 44	10	9	16	6	41	26%
45 - 49	7	5	12	3	27	17%
50 - 54	14	6	9	6	35	23%
55 - 59	4	5	4	4	17	11%
60+	1	0	1	3	5	3%
B. Race						
White	29	28	46	17	120	77%
Black	14	3	2	2	21	14%
Other Minorities (Asian, Hispanic, etc.)	3	4	0	7	14	9%

*Percentages may not total 100 due to rounding.

Table 5 (continued)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
C. Current Status						
Displaced Homemaker	7	1	7	8	23	15%
Head of Household/ Sole Support	8	6	3	7	24	16%
Married	31	28	38	11	108	69%
D. Reason(s) for Return to Paid Work						
Get off welfare	5	0	0	2	7	5%
Increase income	19	10	16	8	53	34%
Better job	2	1	3	1	7	5%
Job training	10	7	9	6	32	21%
Do something new	7	2	9	1	19	12%
Self fulfillment	18	18	22	9	67	43%
Get out of house	2	6	8	0	16	10%
Other	3	6	19	7	35	23%
E. Areas of Job Interest						
Bank Clerk/Teller	23	23	12	13	71	46%
Claims Adjuster	26	13	16	10	65	42%
Credit/Collection Worker	6	3	12	5	26	17%
Electronics Assembler	5	2	3	7	17	11%
Floral Designer	14	13	11	6	44	28%
Home Health Aide	13	8	5	3	29	19%
Insurance Sales Agent	1	4	9	2	16	10%
Personnel Worker	5	13	43	22	83	54%
Photo Lab Technician	14	7	11	11	43	28%
Reservations Agent	36	27	38	19	120	77%
Social Service Aide	28	24	32	13	97	63%
Other	6	10	5	0	21	14%

Table 5 (continued)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
F. Factors Affecting Job Availability						
1. Prefer to work:						
Part time	10	4	1	6	21	14%
Full time	35	31	45	20	131	85%
Omits					3	
2. Can do shift work						
Yes	20	21	29	12	82	53%
No	26	14	15	13	68	44%
Omits					5	
3. Can do overtime						
Yes	38	30	45	23	136	88%
No	8	4	1	2	15	10%
Omits					4	
4. Health problems						
Yes	2	5	6	1	14	9%
No	44	30	41	24	139	90%
Omits					2	
5. Personal problems						
Yes	7	1	1	1	10	6%
No	39	34	45	24	142	92%
Omits					3	
6. Need to locate child care assistance						
Yes	4	3	0	1	8	5%
No	42	31	46	24	143	92%
Omits					4	
7. Need public transportation to reach job						
Yes	19	2	2	10	33	21%
No	27	30	44	15	116	75%
Omits					6	

Table 5 (continued)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
III. Experience						
A. Homemaking - Do/Have Done						
Money management	40	24	43	25	132	85%
Parenting	41	29	46	21	137	88%
Nursing	35	28	41	19	123	79%
Cooking	43	32	45	26	146	94%
Cleaning	43	32	44	26	145	93%
Shopping	43	31	46	26	146	94%
Home maintenance	37	31	41	20	129	83%
Repair appliances	22	8	20	8	58	37%
Horticulture	37	26	39	20	122	79%
B. Homemaking - Do Best						
Money management	12	7	11	7	37	24%
Parenting	14	11	17	7	49	32%
Nursing	0	1	4	0	5	3%
Cooking	5	4	7	3	19	12%
Cleaning	0	2	0	1	3	2%
Shopping	6	1	1	2	10	6%
Home maintenance	5	2	2	0	9	6%
Repair appliances	0	0	0	0	0	0%
Horticulture	1	0	1	2	4	3%
Other	1	3	4	4	12	8%
C. Homemaking - Enjoy Most						
Money management	10	3	4	5	22	14%
Parenting	10	9	15	5	39	25%
Nursing	1	0	1	1	3	2%
Cooking	6	6	8	4	24	16%
Cleaning	0	0	0	1	1	1%
Shopping	3	3	2	0	8	5%
Home maintenance	5	5	4	3	17	11%
Repair appliances	0	0	0	0	0	0%
Horticulture	3	4	6	2	15	12%
Other	5	3	7	4	19	5%

Table 5 (continued)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
D. Volunteer Work Experience (1st activity mentioned)						
None	19 43%	4 11%	0	5 19%	28	18%
Health:						
Administration	1	1	2	0	4	
Indirect/Socialization	0	3	2	3	8	
Direct Service	0	5	0	1	6	
Member Only	1	0	1	0	2	
Education:						
Administration	2	2	5	1	10	
Indirect/Socialization	1	4	6	1	12	
Direct Service	4	1	4	5	14	
Member Only	2	1	0	1	4	
Citizenship:						
Administration	1	0	0	2	3	
Indirect/Socialization	0	0	0	1	1	
Direct Service	1	4	5	0	10	
Member Only	0	0	1	0	1	
Recreation:						
Administration	0	0	1	0	1	
Direct Service	1	0	0	0	1	
Social Welfare:						
Direct Service	0	1	1	1	3	
Civic Action:						
Administration	1	3	2	1	7	
Indirect/Socialization	2	5	1	0	8	
Direct Service	3	0	3	0	6	
Member Only	0	0	1	0	1	
Religious:						
Administration	1	0	4	0	5	
Indirect/Socialization	4	0	4	1	9	
Direct Service	2	0	4	0	6	
Member Only	0	0	0	1	1	
Political:						
Administration	0	0	1	0	1	
Direct Service	0	0	0	1	1	
Other	0	1	0	1	2	

Table 5 (continued)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
E. Volunteer Work Training						
Yes	5	12	11	5	33	21%
No	15	10	20	10	55	35%
Omits	26	13	17	11	67	43%
F. Previous Paid Work Experience (most recent job):						
None	3	2	4	3	12	7%
01 Artistic	0	1	2	1	4	3%
02 Scientific	1	0	1	0	2	1%
03 Plants & Animals	0	0	0	0	0	0%
04 Protective	1	1	0	0	2	1%
05 Mechanical	2	2	0	2	6	4%
06 Industrial	1	0	0	1	2	1%
07 Business Detail	21	16	18	11	66	47%
a) Administrative Detail	6	7	7	1	21	15%
b) Math/Finance Detail	4	3	3	4	14	10%
c) Oral Communications	3	3	2	1	9	6%
d) Records Processing	2	0	3	2	7	5%
e) Clerical Machine Opr.	2	2	3	1	8	6%
f) Clerical Handling	4	1	0	2	7	5%
08 Selling	8	4	2	1	15	11%
09 Service (waitress, beautician, etc.)	1	4	2	5	12	8%
10 Social Service (nursing, etc.)	3	2	9	1	15	10%
11 Education/Library	4	2	10	1	17	12%
Other	1	1	0	0	2	1%

Table 5 (continued)

	Chicago	Dallas	Hackensack	Oakland	Total	%*
G. On-the-Job Training						
Yes	11	8	10	4	33	21%
No	23	18	25	14	80	52%
Omits	12	9	13	8	42	27%
H. Post-Secondary Education						
None	13 28%	4 11%	4 8%	3 12%	24	15%
1. Voc-Tech (1st school only)	17 37%	12 34%	13 27%	14 54%	56	36%
Business	11	2	8	9	30	53%
Communications	0	1	1	0	2	3%
Arts/Humanities	1	2	2	0	5	9%
Home Economics	1	1	0	1	3	5%
Health	1	2	1	2	6	11%
Marketing	0	1	0	0	1	2%
Personal Services	2	3	1	1	7	12%
Other	1	0	0	1	2	3%
2. College (1st college only)	24 52%	25 71%	39 81%	15 58%	103	66%
English, Journalism	0	4	3	0	7	7%
Fine Arts, Music	1	3	0	0	4	4%
Home Economics	0	2	0	2	4	4%
Science & Math	2	0	4	2	8	8%
Nursing	1	0	0	1	2	2%
Humanities	6	2	5	4	17	17%
Social/Poli. Science	1	0	1	0	2	2%
Anthropology	0	1	1	0	2	2%
Psychology	2	2	8	0	12	12%
Sociology	0	3	2	0	5	5%
Education	2	2	11	1	16	16%
Social Work	0	0	0	1	1	1%
Business	4	5	3	1	13	13%
Other/not specified	5	1	1	3	10	10%
3. College Degree						
Yes	7 29%	10 40%	24 62%	5 33%	46	44%

Table 6

Employers' Ratings of Project ACCESS Women

Compared with:	Above Average	Average	Below Average
a) Other women recently hired	50%	50%	0
b) All individuals recently hired	47%	53%	0
c) All women currently in this job	69%	31%	0
d) All individuals currently in this job	50%	50%	0

Table 7

Mean Employer Ratings Compared with
Mean EDS Self-Ratings of Employed Women

Ability to:	Employer	Women	Difference
1. Take responsibility	2.8	2.4	- .4
2. Compile information	2.8	2.2	- .6
3. Be self-directed and work independently	2.7	2.2	- .5
4. Follow orders and accept supervision	2.7	2.6	- .1
5. Cooperate with other workers	2.7	1.8	-1.1
6. Be reliable, punctual, and conscientious	2.7	2.7	0
7. Do precise and accurate detailed work	2.7	2.0	- .7
8. Do a repetitive task following set procedures	2.7	1.7	-1.0
9. Deal effectively with people/customers	2.6	2.4	- .2
10. Show compassion for those with problems	2.6	2.7	+ .1
11. Establish rapport with people of various backgrounds	2.6	2.3	- .3
12. Do simple arithmetic computations	2.6	1.8	- .8
13. Keep neat and accurate records	2.6	2.2	- .4
14. Negotiate between two or more people/groups	2.5	2.3	- .2
15. Solicit and make use of negative and positive feedback	2.5	1.8	- .7
16. Respect confidential records and information	2.5	2.8	+ .3
17. Think and behave rationally in an emergency or confrontation	2.5	2.1	- .4
18. Sell a product/service	2.5	1.8	- .7

Table 7 (continued)

Ability to:	Employer	Women	Difference
19. Carry out oral/written directions of some complexity	2.5	2.5	0
20. Refer others to sources of information and assistance	2.5	2.6	+ .1
21. Adjust schedule to unexpected changes; be flexible	2.4	2.6	+ .2
22. Interpret the feelings, ideas, and opinions of others	2.4	2.8	+ .4
23. Instruct others	2.4	2.1	- .3
24. Set priorities	2.4	2.0	- .4
25. Be competitive; strive to better performance	2.4	2.0	- .4
26. Analyze a problem; do problem-solving	2.4	1.9	- .5
27. Evaluate a product using stated guidelines	2.4	2.1	- .3
28. Supervise or manage others	2.4	2.2	- .2
29. Learn new information, rules, or procedures	2.4	2.1	- .3
30. Use writing skills	2.4	1.7	- .7
31. Manage time and schedule activities	2.3	2.0	- .3
32. Use oral communication effectively	2.3	2.1	- .2
33. Meet accountability demands of others	2.3	2.1	- .2
34. Observe safety precautions on the job	2.3	2.4	+ .1
35. Perform work under stress	2.2	2.1	- .1
36. Persuade or influence others	2.2	1.9	- .3

Table 8

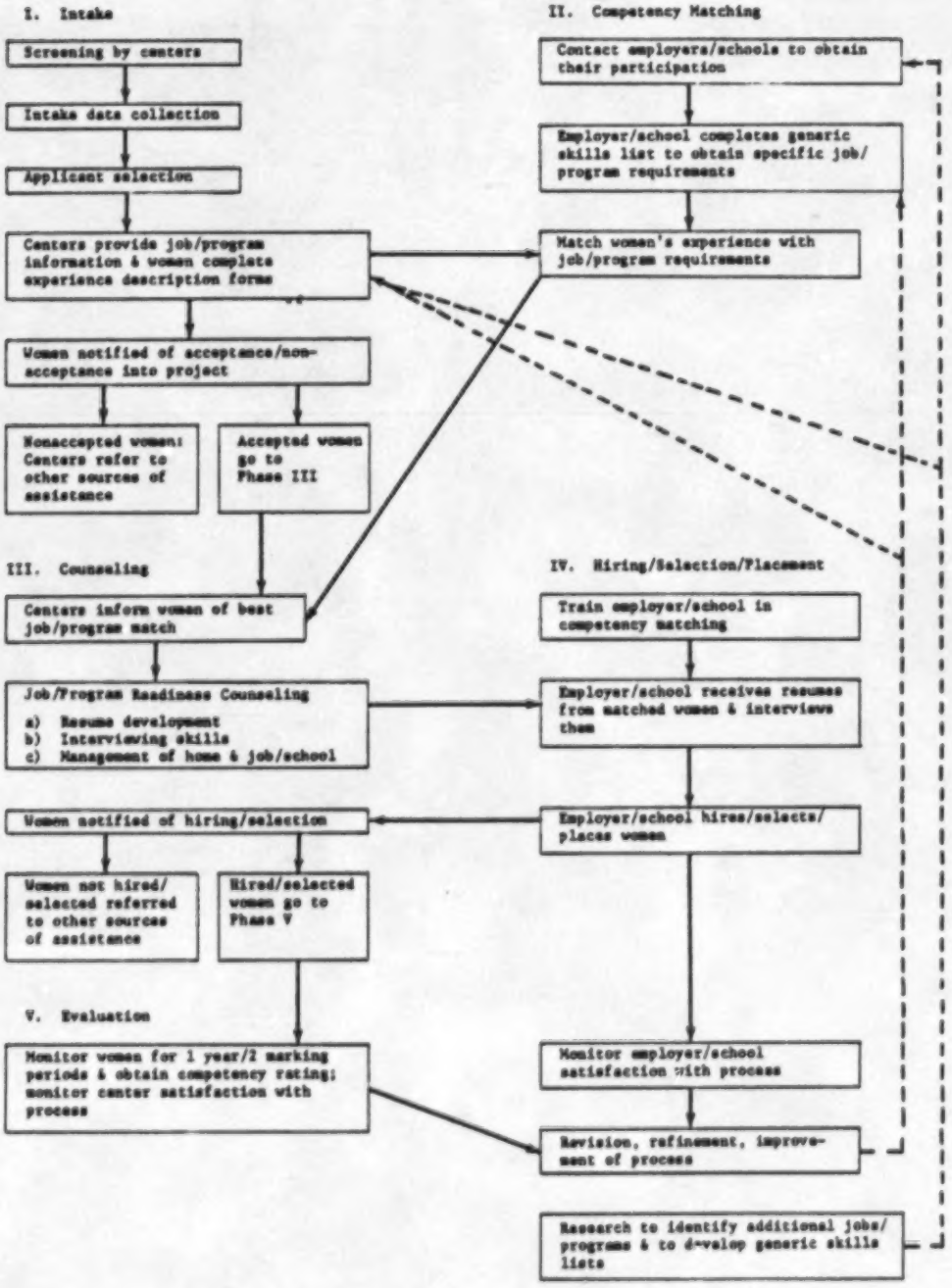
Correlation Between Women's Mean EDS Scale Self-Rating and Employers' Global Ratings of Their Job Performance

(71 ratings)

Airline Reservation Agent	-.26
Bank Clerk/Teller	.21
Claims Adjuster	-.02
Credit/Collection Worker	.61
Electronics Assembler	.32
Floral Designer	.46
Home Health Aide	.54
Insurance Sales Agent	.65
Photo Lab Technician	.41

Appendix A

Project ACCESS Process Design


I. Intake
Screening by centers
Intake data collection
Applicant selection
Centers provide job/program information & women complete experience description forms
Women notified of acceptance/non-acceptance into project
Nonaccepted women: Centers refer to other sources of assistance
Accepted women go to Phase III
II. Competency Matching
Contact employers/schools to obtain their participation
Employer/school completes generic skills list to obtain specific job/program requirements
Match women's experience with job/program requirements
III. Counseling
Centers inform women of best job/program match
Job/Program Readiness Counseling
a) Resume development
b) Interviewing skills
c) Management of home & job/school
Women notified of hiring/selection
Women not hired/selected referred to other sources of assistance
Hired/selected women go to Phase V
IV. Hiring/Selection/Placement
Train employer/school in competency matching
Employer/school receives resumes from matched women & interviews them
Employer/school hires/selects/places women
V. Evaluation
Monitor women for 1 year/2 marking periods & obtain competency rating; monitor center satisfaction with process
Monitor employer/school satisfaction with process
Revision, refinement, improvement of process
Research to identify additional jobs/programs & to develop generic skills lists